

WASHINGTON STREET ELEMENTARY

325 Washington Street
Hartsville, South Carolina 29550

GRADES 1-3 Elementary School

ENROLLMENT 447 Students

PRINCIPAL Valerie M. Sawyer 843-857-3345

SUPERINTENDENT Dr. Rainey Knight 843-398-5200

BOARD CHAIR Dr. Thelma Dawson 843-398-5200

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	25	52	17	0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Average	Good	N/A
2003	Average	Below Average	No
2004	Good	Excellent	Yes

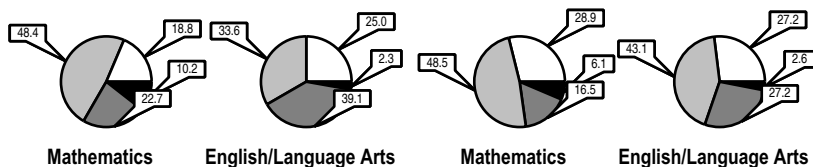
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

6.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	143	100.0	25.4	34.8	37.7	2.2	49.3	Yes	Yes
Gender									
Male	77	100.0	28.0	32.0	40.0	0.0	46.7		
Female	66	100.0	22.2	38.1	34.9	4.8	52.4		
Racial/Ethnic Group									
White	42	100.0	17.5	22.5	60.0	0.0	65.0	Yes	Yes
African-American	100	100.0	28.9	40.2	27.8	3.1	42.3	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	115	100.0	18.8	35.7	42.9	2.7	57.1		
Disabled	28	100.0	53.8	30.8	15.4	0.0	15.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	143	100.0	25.4	34.8	37.7	2.2	49.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	143	100.0	25.4	34.8	37.7	2.2	49.3		
Socio-Economic Status									
Subsidized meals	108	100.0	25.0	36.5	36.5	1.9	48.1	Yes	Yes
Full-pay meals	35	100.0	26.5	29.4	41.2	2.9	52.9		

Mathematics - State Performance Objective = 15.5%									
All Students	143	100.0	22.5	45.7	21.0	10.9	42.8	Yes	Yes
Gender									
Male	77	100.0	20.0	49.3	20.0	10.7	44.0		
Female	66	100.0	25.4	41.3	22.2	11.1	41.3		
Racial/Ethnic Group									
White	42	100.0	12.5	37.5	30.0	20.0	67.5	Yes	Yes
African-American	100	100.0	26.8	49.5	17.5	6.2	32.0	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	115	100.0	12.5	50.9	25.0	11.6	49.1		
Disabled	28	100.0	65.4	23.1	3.8	7.7	15.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	143	100.0	22.5	45.7	21.0	10.9	42.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	143	100.0	22.5	45.7	21.0	10.9	42.8		
Socio-Economic Status									
Subsidized meals	108	100.0	23.1	49.0	18.3	9.6	36.5	Yes	Yes
Full-pay meals	35	100.0	20.6	35.3	29.4	14.7	61.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	145	97.9	37.8	40.0	20.7	1.5	22.2
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	143	100.0	25.0	37.1	35.7	2.1	37.9
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	145	100.0	30.4	49.3	11.6	8.7	20.3
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	143	100.0	22.9	46.4	21.4	9.3	30.7
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 447)				
First graders who attended full-day kindergarten	93.8%	N/C	100.0%	100.0%
Retention rate	3.6%	N/A	3.6%	2.7%
Attendance rate	96.9%	Up from 95.1%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		5.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		4.6%	3.5%
Eligible for gifted and talented	4.1%	Up from 3.4%	8.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.7%	Down from 13.4%	8.8%	8.2%
Older than usual for grade	0.9%	Up from 0.6%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	44.1%	Up from 35.1%	46.9%	51.4%
Continuing contract teachers	97.1%	Up from 94.6%	85.7%	87.5%
Highly qualified teachers**	100.0%	N/A	94.6%	95.0%
Teachers with emergency or provisional certificates	3.1%		0.0%	0.0%
Teachers returning from previous year	85.5%	Down from 86.1%	86.0%	86.7%
Teacher attendance rate	96.6%	Up from 94.7%	94.6%	94.9%
Average teacher salary	\$38,462	Down 0.1%	\$40,379	\$40,760
Prof. development days/teacher	12.4 days	Up from 8.2 days	13.4 days	12.4 days

School				
Principal's years at school	1.0	Down from 7.0	4.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 18.9 to 1	17.7 to 1	18.9 to 1
Prime instructional time	91.3%	Up from 88.9%	89.9%	90.0%
Dollars spent per pupil*	\$6,604	Down 6.3%	\$6,243	\$6,044
Percent of expenditures for teacher salaries*	64.9%	Down from 66.0%	65.3%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.7%	92.0%
Highly qualified teachers in high poverty schools**	94.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Washington Street Elementary School, a Title I school, continued its strive toward excellence during the 2003-2004 school year. With the introduction of new math and language arts initiatives, student performance and enthusiasm for learning greatly improved throughout the year.

Increased staff development in the areas of literacy and mathematics allowed teachers to improve their skills through workshop and study group participation. Additionally, because we were selected as a Reading First grant award recipient, our teachers have participated in a variety of statewide workshops and meetings regarding best practices in literacy instruction.

Parental and community involvement continues to increase and positively impact the learning environment at our school. Various initiatives and programs including awards programs, family reading and math nights, PTO programs, and school dances have been very effective to improve family and community involvement.

Washington Street Elementary School is committed to high standards for student achievement. Our pride in our efforts is reflected in our motto, "We Just Can't Hide that Roadrunner Pride!"

Valerie Sawyer, Principal

Veronica Jamison, Chairperson, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	0	0
Percent satisfied with learning environment	100.0%	N/R	N/R
Percent satisfied with social and physical environment	88.6%	N/R	N/R
Percent satisfied with home-school relations	71.4%	N/R	N/R

*Only students at the highest elementary school grade level at this school and their parents were included.